

LA FRANCE ELEMENTARY

550 Williams Street
Pendleton, SC 29670

Grades	PK-6 Elementary School	
Enrollment	462 Students	
Principal	Hope Atyeo	864-403-2300
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Marty Williams	864-403-2000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	Below Average
2007	Good	At-Risk
2006	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

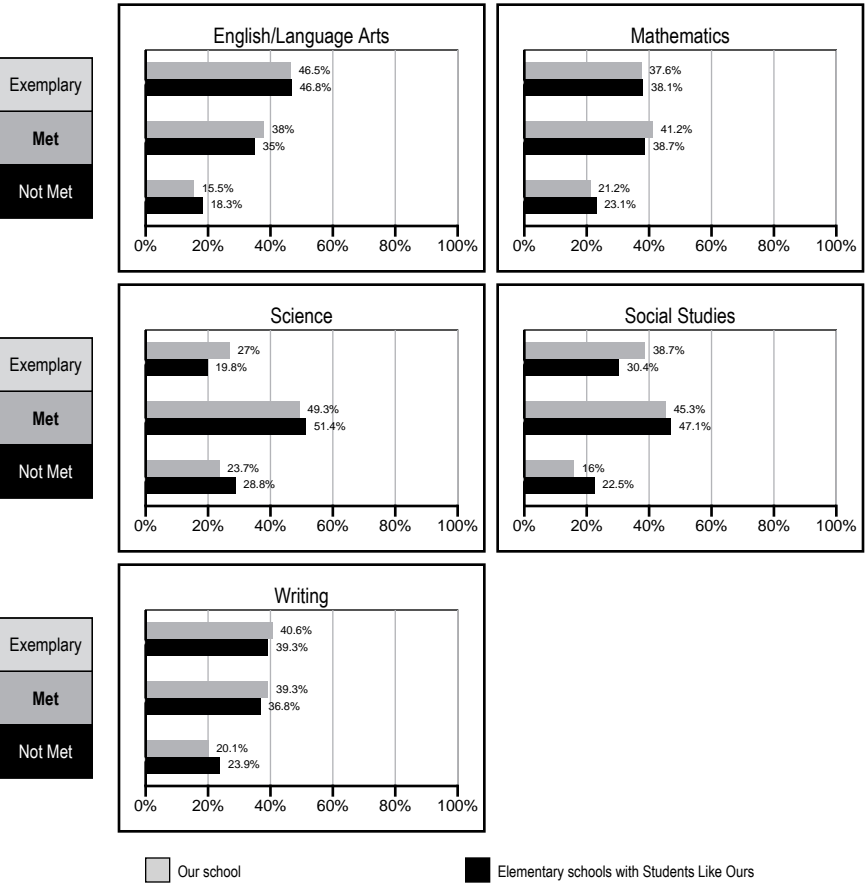
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	36	32	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=462)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 2.5%	1.3%	1.2%
Attendance rate	99.9%	Up from 96.3%	96.1%	96.1%
Eligible for gifted and talented	14.6%	Up from 14.1%	15.6%	11.7%
With disabilities other than speech	8.7%	Down from 9.2%	8.1%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 54.3%	60.0%	60.5%
Continuing contract teachers	90.9%	Up from 85.7%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.2%	Up from 86.4%	88.1%	87.0%
Teacher attendance rate	96.1%	Up from 95.0%	95.5%	95.4%
Average teacher salary*	\$48,129	Up 7.5%	\$48,007	\$47,288
Professional development days/teacher	9.8 days	Down from 10.6 days	10.4 days	10.5 days
School				
Principal's years at school	4.5	Up from 3.5	5.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 20.6 to 1	20.2 to 1	19.2 to 1
Prime instructional time	95.8%	Up from 91.0%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,393	Up 13.2%	\$6,883	\$7,548
Percent of expenditures for instruction**	67.1%	Down from 70.7%	69.1%	68.7%
Percent of expenditures for teacher salaries**	61.8%	Down from 62.0%	66.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-2010 school year was an exceptional year filled with opportunities, accomplishments, and program excellence. Efforts by our students, parents, School Improvement Council (SIC), and Parent Teacher Organization (PTO), combined with our faculty and staff's initiative and vision, produced significant results in many areas. At the top of the list included meeting Adequate Yearly Progress (AYP) as well as earning a Palmetto Silver Award for producing high rates of growth and substantial progress in closing achievement gaps between groups of students

Our story begins with great progress being made for having every child read on grade level by the end of this school year. Supporting this goal included data analysis and flexible instruction based on individual student MAP (Measures of Academic Progress) scores for students in kindergarten through sixth grades. In addition, Title I funds afforded the continuation of our reading specialist positions as well as aided in lowering class sizes in grades one through six. And our schoolwide mentoring program, We Are Family, ensured each child had a special person to connect with throughout the year.

Other highlights included incorporating a Response to Intervention district plan, providing the interventions needed to close the achievement gap, enhancement of our Accelerated Reader program by offering incentives suggested by our students for goal attainment, and integration of the arts into the regular classroom activities. And, finally, professional development for teachers took center stage as teachers created personal instructional maps and an online district curriculum. The result is directly improving the instruction delivered daily and ensuring that our students receive a quality education.

Our expectations remain high for student growth. Our goal to challenge all students each day remains foremost. Together, with volunteers, PTO, SIC, and business partnerships, students are being well-prepared for the 21st century. At La France Elementary School, Learning Equals Success!

Hope Morgan Atyeo
Principal

Amy Rawls
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	69	15
Percent satisfied with learning environment	94.3%	75.4%	86.7%
Percent satisfied with social and physical environment	91.4%	81.2%	86.7%
Percent satisfied with school-home relations	91.4%	85.5%	80.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	264	100	14.8	36.3	48.8	92.6	88.8	83.5	Yes	Yes
Gender										
Male	132	100	18.3	34.1	47.6	88.9	87	80.1	N/A	N/A
Female	132	100	11.5	38.5	50	96.2	90.8	87	N/A	N/A
Racial/Ethnic Group										
White	193	100	9.7	32.8	57.5	93.5	92.2	89.6	Yes	Yes
African American	64	100	26.6	48.4	25	90.6	77.4	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	100	32.5	22.5	45	72.5	63	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	100	18.4	43.5	38.1	91.8	85.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	264	100	20.3	41	38.7	88.7	87.5	80.4	Yes	Yes
Gender										
Male	132	100	23	37.3	39.7	84.9	86.4	78.4	N/A	N/A
Female	132	100	17.7	44.6	37.7	92.3	88.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	193	100	17.7	37.1	45.2	90.3	89.6	87.8	Yes	Yes
African American	64	100	28.1	51.6	20.3	84.4	80.5	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	100	37.5	32.5	30	72.5	62.2	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	155	100	26.5	45.6	27.9	85	82.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	163	98.8	22.9	47.8	29.3	77.1	77	67.3
Gender								
Male	82	98.8	16.7	48.7	34.6	83.3	77.8	66.9
Female	81	98.8	29.1	46.8	24.1	70.9	76.1	67.7
Racial/Ethnic Group								
White	120	98.3	17.4	47.8	34.8	82.6	82.6	79.6
African American	40	100	37.5	47.5	15	62.5	60	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	95	36.8	31.6	31.6	63.2	47.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	95	99	33.3	43.3	23.3	66.7	67.4	55.4

Social Studies

All Students	162	100	15.3	45.9	38.9	84.7	79.2	70.9
Gender								
Male	77	100	13.9	41.7	44.4	86.1	79.5	70.1
Female	85	100	16.5	49.4	34.1	83.5	78.9	71.7
Racial/Ethnic Group								
White	117	100	12.5	40.2	47.3	87.5	82.8	79.2
African American	41	100	24.4	58.5	17.1	75.6	65.2	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	21.4	50	28.6	78.6	54.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	98	100	18.3	52.7	29	81.7	71.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	263	95.8	20.1	39.3	40.6	79.9	81.6	72.1	99.9	99.9
Gender										
Male	132	92.4	24.1	42.2	33.6	75.9	78	65.2	99.9	99.9
Female	131	99.2	16.4	36.7	46.9	83.6	85.7	79.2	99.9	99.9
Racial/Ethnic Group										
White	193	95.9	16.9	37.1	46.1	83.1	85.3	80.8	99.9	99.9
African American	63	95.2	30	46.7	23.3	70	69.4	59.7	99.9	99.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80	87	99.9	99.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	39	74.4	57.1	32.1	10.7	42.9	42	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	25	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	153	96.1	26.4	40.7	32.9	73.6	74.5	61.9	99.9	99.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	63	100	9.8	29.5	60.7	90.2
	4	65	100	8.2	44.3	47.5	91.8
	5	66	100	13.8	50.8	35.4	86.2
	6	74	100	26.8	33.8	39.4	73.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	100	6.8	18.6	74.6	93.2
	4	64	100	1.6	38.7	59.7	98.4
	5	65	100	22.2	46	31.7	77.8
	6	72	100	26.8	40.8	32.4	73.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	63	100	19.7	27.9	52.5	80.3
	4	65	100	9.8	52.5	37.7	90.2
	5	66	100	46.2	41.5	12.3	53.8
	6	74	100	22.5	40.8	36.6	77.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	100	16.9	23.7	59.3	83.1
	4	64	100	11.3	35.5	53.2	88.7
	5	65	100	33.3	49.2	17.5	66.7
	6	72	100	19.7	53.5	26.8	80.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	34	100	25	34.4	40.6	75
	4	65	100	18	67.2	14.8	82
	5	34	100	33.3	54.5	12.1	66.7
	6	37	100	22.9	51.4	25.7	77.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	32	96.9	27.6	27.6	44.8	72.4
	4	61	98.4	12.1	51.7	36.2	87.9
	5	33	100	24.2	57.6	18.2	75.8
	6	37	100	35.1	48.6	16.2	64.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	32	100	6.3	21.9	71.9	93.8
	4	64	100	8.3	45	46.7	91.7
	5	32	100	12.5	56.3	31.3	87.5
	6	38	100	16.2	59.5	24.3	83.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	30	100	10	43.3	46.7	90
	4	63	100	3.3	42.6	54.1	96.7
	5	32	100	53.3	26.7	20	46.7
	6	36	100	8.6	68.6	22.9	91.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	62	93.6	12.3	28.1	59.6	87.7
	4	65	96.9	13.6	50.8	35.6	86.4
	5	69	98.6	13.4	41.8	44.8	86.6
	6	74	97.3	16.2	54.4	29.4	83.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	98.4	15.5	37.9	46.6	84.5
	4	64	92.2	15.8	33.3	50.9	84.2
	5	65	95.4	26.7	41.7	31.7	73.3
	6	72	97.2	21.7	43.5	34.8	78.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample